

Standard I. The program develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.

1.1a Curriculum is aligned with state or local district documents (i.e., Core Content, Program of Studies, academic Expectations, Transformations).	1.1b Discussions occur among educators regarding curriculum standards (i.e., academic and non-academic content areas or social skills).	1.1c Discussions occur among teachers to reduce curriculum gaps (i.e., grade level/vertical, content area/horizontal alignment).	1.1e Curriculum is linked to specific continuing education, life, and career options (i.e., non-academic index – transition to adult life.	1.1f A process is used to monitor, evaluate, and review curriculum (i.e., committees, work groups).	1.1g Common academic core curriculum is available for all students (i.e., language arts, science, social studies, math).
Performance Level 3:	Fully functioning and operational level of development and implementation.				
<p>*The implemented curriculum is directly based on and fully aligned with Kentucky’s standards documents and defines what students should know and be able to do in all content areas.</p> <p>*The content and sequence of the implemented and fully aligned curriculum promotes mastery of learning.</p> <p>*The implemented and fully aligned curriculum is intentionally age and developmentally appropriate and is culturally responsive.</p> <p>*The implemented and fully aligned curriculum demonstrates the connections within and between different content areas.</p>	<p>*The district initiates and facilitates sustained discussion between A-1 schools and A-5 programs to ensure curriculum standards in alternative programs are articulated with local district curriculum standards (i.e., horizontal alignment). The process supports students who may transition between A-1 and A-5 programs..</p> <p>*The program initiates and continues internal discussion among all A-5 teachers to ensure horizontal articulation and vertical articulation within the program.</p>	<p>*The district (in consultation with schools) develops, communicates and implements a systematic process, based on state and local standards, to eliminate unintentional curricular overlaps. The process is reviewed, monitored and revised for program improvement efficacy.</p> <p>*The program initiates and continues internal discussion to ensure curriculum is aligned without curriculum gaps or overlaps.</p>	<p>*The curriculum provides intentional connections to familiarize all students with a variety of post-secondary education and career options.</p> <p>*The curriculum integrates opportunities for application of skills, knowledge, processes and life skills that will prepare all students to be self-sufficient and productive citizens.</p> <p>*East student (grades 8-12) has an implemented Individual Graduation Plan collaboratively developed by the student, parents/community and advisor. These plans are reviewed and revised annually.</p>	<p>*School leadership has adopted a curriculum policy and procedures to address curriculum issues.</p> <p>*The district has a curriculum committee that meets regularly and uses multiple indicators of student performance in a systematic process for monitoring, evaluating, reviewing and making recommendations for any needed revisions to the curriculum.</p> <p>* The program meets regularly and uses multiple indicators of student performance to evaluate monitor and make recommendations for any needed revisions to the curriculum..</p>	<p>*A challenging curriculum that addresses a common academic core is available to all students.</p> <p>*The curriculum elicits higher order thinking and problem-solving skills from all students at age and developmentally appropriate levels.</p> <p>*The curriculum accommodates the learning needs of all students while maintaining expectations for high academic performance.</p> <p>*The curriculum standards and expectations in all content areas are identified and communicated to all students.</p> <p>*Course offerings provide opportunities for all students to access <i>Kentucky’s Academic Expectations, Program of Studies and Kentucky’s Core Content for Assessment</i>.</p>
<p>Examples of Supporting Evidence: Local curriculum documents/units of study/lesson plans, curriculum maps, staff member, student and family member interviews, skills standards documents, professional resource materials, Curriculum Guides, Curriculum Mapping, district curriculum committee meeting minutes, documentation of professional days, individual graduation plans, guidance materials, work-based learning programs, articulation agreements, availability of local resources, field trips, field experiences, community mentoring programs, perception surveys, allocation of resources, successful transition data, adviser/advisee agenda, course syllabi and master schedule.</p>					
<p>* Denotes families as parents, guardians, educational advocates etc.</p>					

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Standard 2. The program uses multiple evaluations and assessment strategies to continuously monitor and modify instruction to meet student needs and support sufficient student work.

2.1a Classroom assessments are frequent, rigorous, and aligned to Kentucky's Core Content (i.e., unit chapter, lessons, tests, portfolios, projects, open-response questions).	2.1b Teachers collaborate on authentic assessment tasks that are aligned with Core Content subject matter (i.e., student demonstrated learning).	2.1 c Students can articulate academic and social behavior expectations in each class and know what is required to be proficient.	2.1e Multiple assessments, including formal and informal, provide meaningful feedback on student learning for instructional purposes.	2.1f Teachers use performance standards and performance level descriptions to develop scoring guides that are shared with students (i.e., rubrics, student work samples).	2.1g Implementation of the state-required Assessment & Accountability Program is coordinated by school and district leadership. (Disaggregated academic and non-academic data is provided for program).	2.1h Samples of student work and data on behavior are analyzed to inform instruction, revise curriculum and pedagogy and obtain information on student progress.
Performance Level 3:	Fully functioning and operational level of development and implementation.					
<p>*All assessments are aligned with <i>Kentucky's Core Content for Assessment</i>.</p> <p>*The program adopts and implements procedures to ensure that classroom assessments are frequent and are consistently used to ensure continuous student progress.</p> <p>*Teacher-designed assessment tasks are intentionally standards-based, rigorous and authentic requiring students to use inquiry, problem-solving and higher-order critical thinking skills at a proficient level.</p>	<p>*Teachers intentionally and regularly collaborate to design appropriate authentic assessment tasks (e.g., exhibits, videos, story boards) that are aligned to <i>Kentucky's Core Content for Assessment</i>.</p> <p>*All assessment tasks require valid and appropriate demonstration of what students should know and be able to do. Students are provided choice from a range of forms for assessment.</p> <p>*The collaborative design of assessment tasks is ongoing and regularly reviewed with program leadership; appropriate feedback is provided to teachers.</p>	<p>*Teachers collaborate to develop and use clearly defined rubrics for skills and processes to assess what students know and are able to do to be proficient in all content areas.</p> <p>*Students can articulate what they should know and be able to do to be proficient in each content area. Students can describe the characteristics of quality work.</p> <p>*Students can articulate social and behavioral expectations. Students can describe the characteristics of appropriate behavior.</p> <p>*Students reflect upon and formally evaluate their own performances. Students share their self-evaluations with teachers and peers.</p>	<p>*There are multiple opportunities for students to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles.</p> <p>*Multiple forms (formal and informal) of classroom assessments are analyzed to determine necessary instructional modifications (e.g., resources, timeframes for learning, lesson plans, units of study) to ensure student learning at the proficient level.</p> <p>*Students receive meaningful feedback from teachers and are encouraged to use the feedback to continuously strengthen future performances.</p> <p>*Staff members and other stakeholders conduct on going analysis of the results of multiple assessments (e.g., KCCT, CTB, classroom), disaggregating the data to determine gaps in the curriculum and instructional implications.</p> <p>*Staff members and other stakeholders use the results of data analysis to modify curricular, instructional and assessment practices as needed for all students and sub-groups.</p>	<p>*Teachers use performance standards and performance level descriptions to develop clearly defined rubrics that are shared with students prior to assignments and assessments.</p> <p>*Models of actual student performances and teacher-made examples are used to clarify the task and to show distinctions between the levels of performance. Strategies for improving student performance are regularly identified, discussed, implemented in the classroom and observable in student work.</p> <p>*Classroom assessment tasks allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions.</p> <p>*Student assessment tasks are designed to be age and developmentally appropriate.</p> <p>*Program leadership ensures that teachers provide regular and meaningful communication to families about student progress.</p>	<p>*Program/district leadership provides training on the administration of and ethics procedures for the state assessment program (e.g., testing practices, testing schedule, inclusion of special populations) for all persons involved in the process.</p> <p>*The local school board adopts policies and program and district leadership implement operational procedures that address the state's assessment and accountability system.</p> <p>*Program/district leadership develops a testing schedule and communicates that schedule and comprehensive information on the purposes of assessment to staff members, parent/family members and students.</p> <p>*Assessment accommodations for individual students follow state regulations</p>	<p>*Teachers have received training in and regularly implement protocols for analyzing student work across all content areas and grade levels.</p> <p>*Student work is regularly analyzed by teachers and students using performance level descriptions and the results of this analysis consistently inform teaching and learning.</p> <p>*Teachers collaborate within content areas and/or grade levels to analyze student work to inform and revise instruction, curriculum, pedagogy and assessment.</p> <p>*Teachers use student profiles and/or portfolios in all content areas as a way to measure student growth over time.</p>

Examples of Supporting Evidence: Units of study, lesson plans, samples of classroom assessments, samples of student work products, student and staff member interviews, walkthrough observations, Kentucky's Core Content for Assessment, Behavior/Incident Log, Staff member interviews, Lesson plans, professional resource materials, classroom evaluation data, protocols for analyzing student work, career and technical education profile, Kentucky Performance Report disaggregated data, rubrics posted in classrooms, Individual education plans/504 plan/Program Services Plans, Signed Administration Code documents, student working folders/portfolios, results of analysis of student work and documentation of professional development days.

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Standard 3. The program’s instructional program actively engages all students by using effective, varied and research-based practices to improve student academic performances.

3.1a Varied instructional strategies are used in all classrooms to address academic and social/behavioral needs.	3.1b Instructional strategies and learning activities are aligned with district, state and program learning goals and assessment expectations (i.e., KCCT, district program, student assessments).	3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.	3.1d Teachers demonstrate the content knowledge needed to motivate students to high levels of learning (i.e., certification, PD, workshop attendance, collegial, collaboration).	3.1e Teachers incorporate technology into the classroom (i.e., hardware, software, internet)	3.1f Instructional resources are sufficient to effectively deliver the curriculum (i.e., printed/electronic)	3.1 g Teachers examine and discuss student work collaboratively and use this information to inform their practice (i.e., portfolios, on-demand writing, KCCT, multiple choice and open response questions).
Performance Level: 3	Fully functioning and operational level of development and implementation.					
<p>*The program has adopted and implements procedures to ensure effective and varied instructional practices in the classroom.</p> <p>*Teachers use a variety of student-centered, culturally responsive instructional strategies that current research indicates a high likelihood of effectiveness.</p> <p>*Teachers use a variety of student-centered, culturally responsive instructional strategies to each social/behavioral expectation.</p> <p>*Classroom instruction routinely accommodates various learning styles, multiple intelligences and brain research.</p> <p>*Classroom activities require all students to use higher-order thinking and problem-solving skills.</p> <p>Content area and interdisciplinary connections are intentionally planned, implemented and observed in classroom instruction.</p> <p>Courses, units of student and lessons are standards-based and culturally responsive, requiring students to focus on guiding and essential questions.</p>	<p>*Selection of instructional strategies is informed by analysis of the results of continuous assessment, standards-based units of study and current research. The instructional strategies are aligned to the program curriculum, which is based on the learning goals of the program, district and state.</p> <p>*Learning activities routinely require students to complete assessment tasks similar to those on the state assessment (e.g., open-response questions, experiences with various types of reading, converting data to graphs).</p>	<p>*Program monitors classroom instruction on an ongoing basis to ensure that teachers plan and modify instruction to meet the needs of a diverse student population.</p> <p>* Instructional strategies, activities and content are intentionally responsive to various learning needs and learning styles of students, intentionally addressing multiple intelligences and brain research</p>	<p>*Programs intentionally recruit and retain a diverse staff of highly qualified personnel certified to teacher in their assigned areas and/or grade levels.</p> <p>*All teachers are appropriately certified.</p> <p>*All teachers participate in sustained, classroom-focused professional development that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.</p>	<p>*Teachers appropriately use technology as an integral part of instruction in all content area and support students in making choices in the use of technology to extend their learning and create products for various purposes, audiences and situations.</p> <p>*Technology is regularly used to expand the classroom into the community (e.g., cable television, Web Quest, international electronic pen pals, virtual tools).</p> <p>Technology is readily available and equitably accessible to all students, and they are encouraged to use it as a way to demonstrate learning.</p> <p>*The program has established and implemented procedures that define the effective use of technology in instruction.</p> <p>Principal/director evaluates the effective use of technology for instructional purposes during classroom observations and walkthroughs. Feedback and support are provided to teachers to assist them in modifying their instructional technology practices.</p>	<p>*The sufficient variety of current electronic and printed instructional resources (e.g., digitized textbooks, voice to text) supplements instruction and learning in classrooms.</p> <p>*Instructional resources are sufficient in all content areas to support the program’s implemented curriculum.</p> <p>*Instructional resources responsive to the diversity of students are selected and purchased after a thorough bias review of the considered materials. The program's collection of instructional resources is routinely reviewed, and items are replaced as necessary.</p> <p>*Instructional resources are age and developmentally appropriate for all students.</p>	<p>*Teachers have received training in and regularly implement protocols for analyzing student work across all content areas and grade levels.</p> <p>*Teachers meet regularly and collaboratively analyze student work (including writing samples) in all content areas, identifying individual student strengths and needs to make instructional decision.</p> <p>*Teachers collaboratively analyze student responses from released items to inform instructional practice and to improve student performance.</p> <p>*Individual teachers regularly analyze the work of their own students, using the analysis results to inform their instructional practice. The school leadership provides assistance to teachers through mentoring, coaching and conferencing opportunities.</p>
<p><u>Examples of Supporting Evidence:</u> Lesson plans/units of study, student work, student questionnaire data, perception data, staff member and student interviews, walkthrough observations, student journals/learning logs, course syllabi, Local Educator Assignment Data report, master schedule, list of teacher certifications, individual growth plans, Kentucky Performance Report, textbooks/instructional resources purchasing plan/curriculum documents, budget/allocations, meeting minutes, summaries of analysis of student work and student homework with teacher feedback.</p>						

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Standard 4. The program/district functions as an effective learning community and supports a climate conducive to performance excellence.

4.1a Leadership supports a safe, orderly, and equitable learning environment (i.e., code of conduct, facility, materials/supplies).	4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.	4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.	4.1d Educators are involved in formal and informal decision- making (i.e., committees and work group meetings).	4.1 e Teachers recognize and accept their professional role in student success and failure.	4.1 f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff’s instructional strengths.	4.1g Teachers communicate regularly with families about individual students’ progress.(e.g. engage through conversation)	4.1 h There is evidence that teachers and staff care about students and inspire their best efforts.	4.1k The school and district provide support for physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.
Performance Level 3:	Fully functioning and operational level of development and implementation.							
<p>*The physical structures and condition of the program provide all students and staff members with a safe, healthy, orderly, and equitable learning environment.</p> <p>*The program adopts and implements classroom management and discipline policy and school leadership adopts and implements procedures to provide a safe, healthy orderly and equitable learning environment.</p> <p>*In order to provide an orderly learning environment, program leadership establishes policies and implements operational procedures to minimize disruptions to instruction.</p> <p>*Academic and behavior standards are well defined, clearly communicated to students and equitably applied throughout the learning environment.</p> <p>*Learning environment data are regularly collected through various means and analyzed for use in planning and decision-making to provide a safe, healthy, orderly and equitable learning environment.</p>	<p>*The practice of program leadership demonstrates a commitment to high academic expectations for all students.</p> <p>*Program leaders and staff members facilitate ongoing learning experiences intended to encourage family members, business leaders and/or other community members to share in the program’s vision of student learning.</p> <p>*Program leadership provides opportunities for teachers to regularly share their innovations (e.g., novel instructional strategies, effective resources, technology integration) that have resulted in higher student achievement.</p> <p>*Program leadership establishes and sustains a focus on continuous improvement in student learning.</p>	<p>*Teachers set high academic expectations for all students, challenge the students to set high expectations for themselves and provide the structure and support to ensure student success.</p> <p>*Standards of student behavior are collaboratively developed, clearly communicated to stakeholders and equitably applied to all students.</p>	<p>*All staff members are knowledgeable of and make decisions guided by the program’s mission and belief statements.</p> <p>*Structures and systems are effectively implemented to promote collaboration and collegiality in both formal (committee structure) and informal decision-making regarding teaching and learning.</p> <p>*Non-teaching staff members establish a professional learning community with teaching staff members to resolve challenges in their areas of responsibility (e.g., scheduling of routine maintenance/housekeeping to avoid disruption to instruction, maintaining “learning” bulletin boards in the cafeteria to contribute to a positive learning environment for students.</p>	<p>*Program policy acknowledges the link between teacher efficacy and student achievement and sets the procedures that teachers and administrators use to systematically review and revise instructional practice based on student performance.</p> <p>*Teachers acknowledge and strengthen the impact of their instructional effectiveness on the success of their students by regularly reflecting on and changing their classroom practices as needed.</p> <p>*Teachers provide students with opportunities to evaluate the instructional performance of the teachers and use the feedback to improve their classroom practice as needed.</p>	<p>*Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.</p> <p>*Student groupings are created based on instructional needs and provide for flexible grouping and regrouping with continuous assessment and adjustment that allows the strengths of staff to be matched with the needs of students.</p> <p>*The program leadership has implemented a staffing procedure that ensures an effective student/teacher ratio for meeting the needs of all students.</p> <p>*The program leadership has implemented a procedure requiring a flexible master schedule that allows teaching assignments to be adjusted in order to maximize the impact of the strengths of specific teachers on student learning.</p>	<p>*The local board of education has adopted policy and school leadership has implemented procedures guiding interactive school/home communication about student progress.</p> <p>*Student progress reports (e.g., paper or electronic copy, email) are communicated to families* regularly and include specific, written explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans.</p> <p>*Teachers regularly contact families* to discuss student progress.</p> <p>*Teachers involve student (e.g., student-led conference, journals) in reporting student progress to families*.</p>	<p>*Staff members have established a nurturing learning environment (e.g., team structure, advisor-advisee program) for all students.</p> <p>*Each student has been formally assigned and meets regularly with an adult who services as an advocate for the student.</p> <p>*There are frequent and meaningful interactions between students and staff regarding academic performance, attendance, behavior and individual needs of students.</p> <p>*Staff members use appropriate praise and positive reinforcement to motivate students to high levels of achievement.</p>	<p>*The program has adopted policies addressing, and school staff members have incorporated into their practice, a commitment to equity and an appreciation of diversity.</p> <p>*Multicultural considerations are reflected in instructional strategies and seamlessly integrated into the curriculum.</p> <p>*School staff members establish and sustain a culture that minimizes the impact of physical, cultural, and socio-economic factors on learning.</p>
<p>Examples of Supporting Evidence: Program/district safety plan, student/family/staff handbooks, emergency drill plans, program climate/culture audits, accident/health reports, discipline infraction records, attendance records, student, family, staff interviews, health department inspection reports, Fire Marshall reports, student discipline reports, facility work orders, walkthrough observations, staff extra-duty schedule, safe schools data reports, school mission, belief and vision statements, documentation of professional development days, perception surveys, program calendar showing motivational and celebratory events, classroom observations, Individual education plans/504 plans, lesson plans, classroom assessments, posted behavior standards, posted academic standards and rubrics, Individual growth plans, meeting agenda/minutes, master schedule, student work,</p>								

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Standard 5. The program/district works with family and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

5.1a Families* and community are active partners in the educational process and work together with the program/district staff to promote programs and services for all students.	5.1b All students have access to all the curriculum (e.g. school counselor, FRYSCs, ESS).	5.1c Organizational structures and supports are in place to reduce barriers to learning (i.e., Title I, FRYSC, DFF, DCBS)	5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.	5.1e The program maintains an accurate student record system that provides timely information pertinent to students’ academic and educational development.
Performance Level 3	Fully functioning and operational level of development and implementation.			
<p>*The program has adopted a committee policy and school leadership implements procedures that ensure active, effective recruitment of parents, community members and minority representatives to serve on committees.</p> <p>*Families and/or the community area involved in significant ways (e.g., homework, Extended School Services, reviewing student work, parent/community volunteer activities and committee/business partnerships) to remove barriers to learning for all students.</p> <p>*Interactive communication between home and school is meaningful and regular.</p> <p>*Programs and strategies that promote interaction between teachers and families are developed, implemented and evaluated for effectiveness.</p> <p>*Parents/family/community members are welcome in the school and their assistance (e.g., volunteer committees, parent resource rooms, school council and committees) is sought.</p> <p>*Program and district staff members collaborate with family members and/or community partners to provide programs, services and resources that create, implement, maximize and sustain learning opportunities for all students.</p>	<p>*Data on student participation in Extended School Services is analyzed to ensure that students enter and exit the program as needed, based on specific and clearly defined criteria.</p> <p>The Extended School Services program is designed and implemented to support and promote individual student achievement with emphasis on those students with the greatest needs. The program is evaluated and modified as necessary.</p> <p>*The Family Resource/Youth Services Center and program guidance programs promote and support student learning by coordinating targeted and effective support services that remove barriers to learning for at-risk students. The programs are evaluated and modified as necessary.</p> <p>*Title I activities are seamlessly integrated into the program’s instructional program to promote and support student learning.</p> <p>*Program counselors collaborate with staff members and families* to implement a program-wide guidance program that provides support services to meet the intellectual, social, career and developmental needs of students.</p> <p>*The program/district provides a variety of technology for all students to access the common academic core.</p> <p>*The program leadership has implemented procedures that ensure all students have equal access to a common academic core.</p>	<p>*A variety of instructional materials and resources that promote active learning are integrated into the curriculum, and staff members have had appropriate implementation training, which is ongoing and informed by research.</p> <p>*Program leadership has developed and implemented procedures to refer students for health and social services. The procedures are clearly communicated to students, staff member and families*.</p> <p>*Program leadership has established procedures to identify, and implement support programs for the identified students who experience learning problems. Training on student identification and program implementation is provided to all staff members.</p> <p>*The program collaborates with community agencies in planning and implementing specific actions to reduce barriers to student learning.</p> <p>*Program leadership ensures that all teachers have professional development that addresses impact of cultural difference on learning.</p> <p>*Program staff members incorporate differentiated instructional strategies (based on learning styles, developmental stages and skill levels) into classroom practice to meet student needs and reduce barriers to learning.</p> <p>*The program/district allocates sufficient financial resources for reducing barriers to learning and ensures that these resources are used effectively.</p>	<p>*Students requiring additional assistance beyond initial classroom instruction are provided with a variety of opportunities to receive assistance.</p> <p>*Extended School Services instructional time is effectively used to support student achievement.</p> <p>*Classroom teachers collaborate with Extended School Services teachers to meet student needs and to close achievement gaps across subpopulations.</p> <p>*Support programs and services (e.g., Title I, Extended School Services, exceptional children services) are evaluated, modified and/or expanded to meet the needs of participating students.</p> <p>*There is collaboration and coordination among support programs and services (e.g., Title I, Extended School Services, Family Resource/Youth Services Centers and school guidance programs) to eliminate gaps and unnecessary overlaps in delivery of services supporting student achievement.</p> <p>*Co-curricular programs support student learning, and all students have equitable access to the programs.</p> <p>*The school and community partners collaborate to provide all students with opportunities for service learning.</p>	<p>*The program maintains cumulative student records that provide a profile of each student’s academic and educational development.</p> <p>*Relevant, current and accurate data for multiple sources are included in cumulative student records.</p> <p>*Cumulative student records are well organized and appropriately controlled. Information is readily available to designated staff members.</p> <p>*Sufficient technology resources provide support for sustaining and accurate student record system and efficient data management practices at the school, classroom and individual student levels.</p>
<p>Examples of Supporting Evidence:</p> <p>Staff member, family and student interviews, school visitors register, walkthrough observations, perception surveys, family/community member workshop schedule, volunteer schedule, examples of school-to-home communications, community involvement programs, Classroom/program Web pages, committee rosters, committee meeting agenda and minutes, program event calendar, lesson plans, service learning project documentation, Extended School Services program overview, Title I program plans, entrance and exit reports, and data, guidance plans, perception surveys, individual education plans/behavior management plans, technology, records of/procedures for referrals to health and social services, program/district budgets, comprehensive district improvement plan, Software Technology, Incorporated reports, Individual graduation plans, master schedule and student working folders/portfolios.</p>				

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Standard 7. Program/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.

7.1a Leadership has developed and sustained a shared vision.	7.1 b Leadership decisions are focused on student academic /social/behavioral performance and are data-driven and collaborative.	7.1c There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.	7.1d Leadership disaggregates data for use in meeting the needs of students.	7.1e Leadership ensures that all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the learning goals for Kentucky public education.
Performance Level 3:	Fully functioning and operational level of development and implementation			
<p>*Program leadership involves representatives of the program’s/community’s stakeholder role groups in a collaborative process to develop the program’s vision and the mission and belief statements.</p> <p>*Program leadership communicates the mission and belief statements to all stakeholders of the program community.</p> <p>*Program leadership continuously reinforces and supports the mission and belief statements of the program and uses them to guide decision-making.</p> <p>*Program leadership focuses the staff on implementing the mission and belief statements by using them as a foundation for designing instructional programs. Program leadership provides updates to all stakeholders on the progress toward accomplishing the mission.</p>	<p>*Program leadership, in collaboration with the staff members, regularly analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions.</p>	<p>*The individual growth plan of each administrator focuses on effective leadership skills designed to support teaching and learning and promote student achievement.</p> <p>*The individual growth plan of each administrator is designed and implemented in collaboration with the evaluator and addresses professional needs based on district developed and state approved leadership standards, as well as goals identified in the comprehensive program improvement plan.</p> <p>*The individual growth plan of each administrator is fully implemented, reviewed regularly and revised as needed.</p>	<p>*Analysis of disaggregated data is an integral part of the program’s improvement planning process and is used to identify goals and needs.</p> <p>*Program leadership analyzes data comparing academic achievement of population subgroups (e.g., by income level, ethnicity, gender, exceptional children to inform decision-making to meet the needs of the program’s diverse population.</p> <p>*The program’s leadership reviews the disaggregated data and determines targets and timelines for reducing gaps.</p>	<p>*Program leadership ensures that staff members have access to and are trained in the used of Kentucky’s curriculum documents, other curriculum-related materials and data resources.</p> <p>*Program leadership shares and discusses curriculum information from internal and external professional sources (e.g., district office, Kentucky Department of Education, national sources) with staff members.</p> <p>*Program leadership establishes and supports a leadership team within the program in order to build internal training capacity on Kentucky’s standards-based curriculum materials.</p>
Examples of Supporting Evidence: Copies of vision, mission, belief statements; Comp. Program Improvement Plan; Teacher/student handbooks; Ky. Performance Report, Individual Growth Plans, Needs Assessment Data; Data analysis summaries/reports; documentation of PD days.				

Standard 8. There is evidence that the program is organized to maximize use of all available resources to high support student and staff performance.

8.1a There is evidence that the program is organized to maximize use of all available resources to support high student and staff performance.	8.1b The master class schedule reflects that all students have access to all of the curriculum.	8.1c Staff are allocated and organized according to the learning needs of students (i.e., classroom assignments, support staff schedules).	8.1d Staff make efficient use of instructional time to maximize student learning (i.e., daily classroom schedule, instructional activities).	8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., emphasis on learning time and not seat time, and integrated units).	
Performance Level 3:	Fully functioning and operational level of development and implementation.				
<p>*Representatives of multiple stakeholder groups and staff members participate in the development of resource management policies and procedures, that are clearly communicated, fully implemented, regularly reviewed and modified as needed.</p> <p>*Representative of multiple stakeholder groups and staff members collaborate to advise the school council in the development of a budget that allocates fiscal resources according to the identified needs of the program,.</p> <p>*District standing committees (e.g., textbook, technology, budget) to address the allocation of resources are appointed and are fully functional.</p> <p>*The program equitably allocates resources (fiscal, human, physical, time) to encourage high student and staff performance.</p> <p>*The program has augmented it resources by taking advantage of external opportunities (e.g., local artists to teach students specialized skills, community or university library, surplus materials from local industries).</p>	<p>*The program council has adopted policy and program leadership implements procedures requiring equitable access to the curriculum for all students.</p> <p>*Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.</p> <p>*Sufficient course offerings are provided for all students to address <i>Kentucky's Academic Expectations, Program of Studies and Core Content for Assessment</i>.</p> <p>*Specialized/singleton courses are intentionally scheduled to be non-concurrent and not in conflict with required offerings to ensure that students have access to all courses.</p>	<p>*The district adopts policy and program leadership implements procedures to ensure that staff assignments are made to address specific student needs that are based on analysis of student performance data.</p> <p>*All teachers are certified to teach in their assigned area and/or grade levels.</p> <p>*Classroom assignments maximize opportunities for resources sharing, mentoring and collaboration among teaches and students of similar grade levels or subject areas.</p> <p>*Instructional assistants are assigned to effectively implement program and meet the learning needs of students.</p>	<p>*The district has adopted policy, and program leadership has implemented procedures to protect instructional time.</p> <p>*Classroom management and organizational practices are structured to ensure that instructional use of class time is maximized.</p> <p>*The staff adjusts the schedule (e.g., varying class length, allowing additional time for project development, as appropriate, based on instructional needs.</p> <p>*Programs that occur during instructional time (e.g., assembly programs, field trips) reinforce specific learning goals of students, extend classroom instruction and occur at appropriate points in the curriculum.</p>	<p>*Staff members collaborate to develop and implement a schedule that provides regular common team planning time, by content area and/or grade level..</p> <p>*Staff members use planning time to collaborate by content area and/or grade level to focus classroom instruction on the goals and objectives of the comprehensive program improvement plan.</p> <p>*Staff members post lesson plans and curriculum maps in a shared online environment or other convenient venue to promote horizontal and vertical team planning.</p> <p>*Staff members evaluate the impact of the team planning on student performance and make adjustments as necessary.</p> <p>*Resources (time, space, people, money, materials) are used to support teacher collaboration and team planning to meet the individual learning needs of students.</p>	
Evidence of Supporting Evidence: Master schedule, program budget, lesson plans/units of study, curriculum documents, equipment inventory, IEPs, IGP, building map/classroom assignments, teacher certification documentation.				8	

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<p>*The district has adopted a clearly defined budget policy and program leadership has implemented budgetary procedures to allocate funds to meet the identified needs of students.</p> <p>*Program leadership supports staff members in obtaining resources from external sources (e.g., grants, instructional materials) to augment program allocations.</p> <p>*The program’s financial records are published in a form that is understandable by staff members and regularly reviewed.</p> <p>*Teachers have equitable access to fiscal resources to meet the identified needs of their students and are expected to participate in fiscal decision-making.</p>	<p>*Expenditures of discretionary funds support the vision and mission statements of the program and relate directly to student needs identified from appropriate data.</p> <p>*The district has adopted policy and program leadership has implemented operational procedures for distribution of discretionary funds.</p> <p>*The district conducts a needs assessment for budget planning purposes with all staff members and other stakeholders.</p> <p>*Established operational procedures are followed in the expenditure of discretionary funds and result in the funding of educational priorities related directly to student needs.</p>	<p>*Budget decisions are data-informed, intentional and aligned with the action components of the comprehensive program improvement plan.</p> <p>*Funds are expended in accordance with the comprehensive program improvement plan and requirements of grants.</p> <p>*Expenditures are monitored regularly and adjusted as necessary to meet changing student needs.</p>	<p>*All categorical funds are allocated to support identified student needs.</p> <p>*The expenditure of categorical funds is monitored and analyzed frequently. Program strategies are revised based on the evaluation of specific student needs.</p> <p>*Revenue from multiple sources is consistently integrated to maximize student achievement.</p>
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Standard 8. There is evidence that the program is organized to maximize use of all available resources to high support student and staff performance.

8.2a District/program provides resources that are equitable (i.e., equipment, supplies, technology).	8.2b Discretionary funds and resources are allocated on data-based needs (i.e., grants, donations).	8.2c School boards/districts analyze funding and other resource requests to ensure the requests are tied to the program’s plan and identified priority needs.	8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, Family Resource/Youth Services Centers, Extended School Services) to address student needs identified by the program/district.
Performance Level 3:	Fully functioning and operational level of development and implementation.		
Evidence of Supporting Evidence: Master schedule, program budget, lesson plans/units of study, curriculum documents, equipment inventory, IEPs, IGPs, building map/classroom assignments, teacher certification documentation.			

A5/A6 Program Monitoring Tool; DRAFT 11/17/05

Standard 9. The program/district develops, implements, and evaluates a comprehensive program improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

9.1a A collaborative process was used to develop the vision, beliefs, mission, and goals statements (i.e., staff, parents, community).	9.2a/b The planning process includes collecting, managing, and analyzing data (i.e., CATS, standardized tests) used for program improvement planning and to define strengths and weaknesses (i.e., CATS, PD, staff evaluations).	9.3a Program and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.	9.3b The program/district analyzes their students' unique learning needs.	9.3c Desired results for student learning are defined by the plan (i.e., academic/social/behavioral and non-academic)
Performance Level 3:	Fully functioning and operational level of development and implementation.			
<p>* Representatives of stakeholder groups reflecting the diversity of the program's learning community collaborate to draft and finalize the program's vision, mission, beliefs and goal statements.</p> <p>*Drafts of these statements were presented to the general public at open meetings, and public comment was encouraged and considered prior to final adoption.</p>	<p>*There is a systematic process for collecting, managing and analyzing data that enables program leadership to determine areas of strength and limitation and that informs decision-making at the program and classroom levels.</p> <p>*Program profile data reflects the overall performance and are disaggregated and analyzed by appropriate subgroups (e.g., gender, race/ethnic group, economic level).</p> <p>*The sets of data collected in each area of the profile are integrated and analyzed using a systems approach, and the analysis includes comparison to similar and high-performing programs.</p> <p>*A data management system is in place that allows ready access to the program's longitudinal profile data for revision and analysis over time.</p> <p>*The collected data are used to identify and prioritize areas of need for the comprehensive program improvement plan. Student achievement data are a significant part of the data used to identify and prioritize needs.</p> <p>*The analysis of the data contained in the program's profile guides the program improvement planning process and is reflected in the objectives of the plan.</p>	<p>*The program's improvement planning team conducts a review of the latest educational research that has implications for student learning and reports its findings to the staff members.</p> <p>*Program leadership considers district and state standards as they work with the program improvement planning team to determine the goals and objectives of the plan.</p>	<p>* The program improvement planning team conducts an analysis of the results of surveys of stakeholder perceptions on the strengths and limitations of the program in meeting the unique learning needs of students.</p> <p>*Data are collected to verify strengths and to establish a baseline in areas of limitation so that improvements in student learning can be monitored over time.</p> <p>*Program leadership analyzes student performance data to identify students with unmet special learning needs and to identify achievement gaps within the student population as a whole.</p>	<p>*The desired results for student learning are clearly and concisely stated, defined in measurable terms and accompanied by benchmarks.</p> <p>*The desired results for student learning reflect meaningful and challenging learning goals and are aligned with the program's vision.</p> <p>*Program leadership has identified a manageable number of student learning goals as priorities for the comprehensive program improvement plan. Staff members share a sense of responsibility for achieving the goals of the plan.</p>
Examples of Supporting Evidence: Mission and belief statements, student work, data analysis reports, STI reports, Ky. Performance Report, scholastic audit reports.				

Standard 9. The program/district develops, implements, and evaluates a comprehensive program improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

9.4a Perceived strengths and limitations of the program/district instructional and organizational effectiveness are identified using the collected data.	9.4b The district/program goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.	9.5a Development of a program improvement plan is aligned with goals and objectives, identified resources, timelines, and the person(s) responsible.	9.5c A process for evaluating the program has been established.	9.5d The improvement plan is aligned with the program's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.
Performance Level 3: Fully functioning and operational level of development and implementation.				
*Staff members and representatives of stakeholder groups review survey data to identify perceived strengths and limitations of the program to inform school improvement planning.	*Program improvement goals are stated in clear, concise and measurable terms and are focused on building the program's capacity for instructional and organizational effectiveness.	**The action components of the comprehensive program improvement plan include an intentional focus on closing achievement gaps among subpopulations.	*Program leadership systematically conducts implementation and impact checks to monitor the effectiveness of the activities of the comprehensive program improvement plan over time.	*The action components in the comprehensive program improvement plan are aligned with the program's mission and beliefs. *The action components in the comprehensive program improvement plan support the desired results for student learning and instructional and organizational effectiveness as reflected in the program's mission and beliefs.
*Additional data are analyzed to verify perceived strengths and limitations in the organizational and instructional domains of the program to validate the goals of the comprehensive program improvement plan. Examples of Supporting Evidence: Mission and belief statements, student work, data analysis reports, SII reports, Ky. Performance Report, scholastic audit reports.		*The goals, objectives and activities of the comprehensive program improvement plan are all in alignment. *Activities in the comprehensive program improvement plan are grounded in research and are sufficient to achieve the objectives.	*Program leadership analyzes the data collected through implementation and impact checks and makes appropriate modifications to the comprehensive program improvement plan.	

Standard 9. The program/district develops, implements, and evaluates a comprehensive program improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

9.6a The plan is implemented as developed.	9.6b The program evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.	9.6c The program evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.	9.6d There is evidence of attempts to sustain the commitment to continuous improvement.
Performance Level 3: Fully functioning and operational level of development and implementation.			
<p>*Program leadership provides ongoing direction, support and resources for effective implementation of the comprehensive program improvement plan.</p> <p>*Staff members know the goals of the comprehensive program improvement plan and implement the plan as developed.</p>	<p>*Program leadership collects and analyzes data in the areas targeted by the comprehensive program improvement plan, and compares levels of student performance at regular intervals to evaluate the degree to which the goals of the plans are achieved.</p>	<p>*Program leadership collects and analyzes data in the areas targeted by the comprehensive program improvement plan, and compares levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved.</p>	<p>*Program leadership implements a systematic and ongoing process to conduct a comprehensive analysis of the program’s progress in achieving the goals of the comprehensive program, improvement plan. Feedback is collected from stakeholders, and modifications to the plan are made as necessary.</p> <p>*Program leadership regularly provides program improvement reports to the staff. Accomplishments are formally recognized and celebrated.</p> <p>*New or emerging objectives for improving student performance are identified, and activities are selected and implemented to address these objectives.</p>

Examples of Supporting Evidence: Mission and belief statements, student work, data analysis reports, STI reports, Ky. Performance Report, scholastic audit reports, Comprehensive Program Improvement Plan.